

Diving into the arts: Measuring Student Growth in non-tested subject areas

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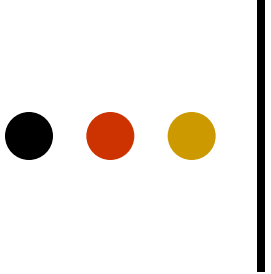
What's the task at hand?

- Measuring student learning – arts learning – to inform teacher evaluation
- Why else is this useful – measuring arts learning?



Characteristics of Sound Classroom Assessment

- Building assessment frameworks
 - Similar across your district
 - Developed with your teachers
- These principles apply
 - Created by SCASS Arts, 1997



Building Quality Assessments in the Arts: Performance Response

- **SCASS Arts Resources** – via ADE
- **Washington State** – Classroom based performance assessments – required for all arts:
<http://www.k12.wa.us/Arts/PerformanceAssessments/default.aspx>
- **Connecticut** – www.ctcurriculum.org -
<http://www.ctcurriculum.org/viewtask.asp?id=111> – visual arts example
- **NAEP** - <http://nces.ed.gov/nationsreportcard/arts/>
- **Glendale Union High School District** – especially strong visual arts assessments
- www.smartmusic.com – computer-based music assessment



Building Quality Assessments in the Arts: Written Response

- **SCASS Arts** – via ADE, including design manuals
- **Kentucky Department of Education** – released materials -
<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Released+Test+Items/1995++1996+Released+Test+Items.htm>
- **Phoenix Union High School District** – CRTs -
<http://www.phxhs.k12.az.us/>



Building Quality Assessments in the Arts: Standards

- Arizona Academic Standards in the Arts -
<https://www.azed.gov/standards/arts/revised/>
- Articulation differences
 - Skill level for majority, not grade level
 - Flexibility – will need to be defined for your schools/LEA



Valid and Reliable –

- Required for teacher evaluation framework
- Content Validity
 - Standards based
 - Taught to students
 - Measured/assessed appropriately
- Reliability – Inter-rater reliability
 - Teacher mediation of scores across district



Scoring Student Work: Cities of the Future

- Task
- Scoring guide
- Score your artwork!
 - Individually
 - Then group discussion



Products, processes,
tools: Peoria Unified
School District





Tools for Designing Arts Assessment: Be Selective

- Number of students – reasonable?
- Grade/skill level – important?
- Standards/POs – the right ones to measure based on student progression and artistic process?



Tools for Designing Arts Assessment: Be Intentional

- Standards/Pos to be measured
- How you will measure them
 - Does the measurement fit the standard?
 - Fit how your teach?
 - Fit how students learn?
- Are you measuring student growth?



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